

Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at Santa Rosa City Schools Professional Services Division

**February 2011
Overview of this Report**

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This agenda report includes the findings of the **Accreditation** visit conducted at Santa Rosa City Schools. The report of the team presents the findings based upon reading the Institutional Self-Study Reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation is made for the institution.

Common Standards and Program Standard Decisions For all Programs offered by the Institution

	Met	Met with Concerns	Not Met
1) Educational Leadership	X		
2) Unit and Program Assessment and Evaluation	X		
3) Resources	X		
4) Faculty and Instructional Personnel	X		
5) Admission	X		
6) Advice and Assistance	X		
7) Field Experience and Clinical Practice	X		
8) District Employed Supervisors	N/A		
9) Assessment of Candidate Competence	X		

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Induction Clear Credential	6	X		

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Institutional Self-Study Report
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

**California Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Team Report**

Institution: Santa Rosa City Schools

Dates of Visit: January 31 – February 2, 2011

Accreditation Team

Recommendation: Accreditation

Rationale:

The unanimous recommendation of Accreditation was based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with administrators, faculty, candidates, graduates, and local school personnel; along with additional information requested from program leadership during the visit. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards

The decision of the team regarding the Common Standards is that all standards are **Met**.

Program Standards

The decision of the team regarding the Program Standards is that all standards are **Met**.

Overall Recommendation

Therefore the overall recommendation of the team is **Accreditation**.

On the basis of this recommendation, the institution is authorized to recommend candidates for the following Credentials:

Advanced Credentials

General Education (MS/SS) Induction

Staff recommends that:

- The institution's response to the preconditions be accepted.
- Santa Rosa City Schools be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Santa Rosa City Schools continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team

Team Leader:

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Common Standards Cluster:

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Staff to the Visit:

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Documents Reviewed

Advisement Documents
Communication Documents
Program Budget Plan
Needs Analysis Results
Program Assessment Feedback
Biennial Report Feedback

Formative Assessment Notebooks
Schedule for Program Events
Participating Teacher Completion Data
Selection Criteria, Applications & Nominations
Professional Development Providers
Support Providers

	Common Standards Cluster	Program Sampling Cluster	TOTAL
Candidates	18	8	26
Completers	11	4	15
Employers – Site Administrators	17	8	25
Institutional Administration	17	7	24
Program Coordinators	1	1	2
Faculty/Professional Development Providers (Many were Support Providers)		2	2
Field Supervisors – Support Providers	12	9	21
Advisory Board Members	1	2	3
Advisors – Program Staff	4		4
Credential Analysts and Human Resources	6	1	7
Total			130

Background information

The Santa Rosa City Schools (SRCS) Beginning Teacher Support and Assessment (BTSA) Induction program is a single district BTSA Induction program located in Sonoma County, 55 miles north of San Francisco in the “North Coast” region. The school district is comprised of 17,000 students at 14 elementary schools, 5 middle schools, and 6 high schools. Santa Rosa City Schools (SRCS) Induction program’s vision is to support the professional development of newly-credentialed beginning teachers through mentoring and the use of the formative assessment system. As the district entered Program Improvement (PI), the vision was re-adjusted to reflect our Local Education Agency Plan (LEAP) and ensure a focus on California’s adopted standards and frameworks so that it can better support struggling populations.

Education Unit

The SRCS Induction program runs with the full support and cooperation of the SRCS Board of Education, District Superintendent and the teacher’s union. The Induction Program operates within the Human Resources (HR) department, as the Induction director is a director in the HR department with access to HR records. The Assistant Superintendent of Human Resources and the Santa Rosa Teacher’s Association serve together with the Induction director on the PAR Joint Panel, which also serves as an advisory oversight committee to Induction. The Induction program has, at its peak, served 76 teachers. During the 2010-2011 school year, the program serves 47 general education teachers and has 26 support providers.

Table 1

Program Review Status

Program Name	Program Level	Number of program completers (2009-10)	Number of Candidates Enrolled or Admitted (10-11)	Agency or Association Reviewing Programs
Induction	Advanced	22	47	CTC

The Visit

A team of 5, including 4 team members and the state consultant arrived in Santa Rosa for the Santa Rosa City School’s Induction Accreditation Site Visit on January 31, 2011 and concluded the visit on February 2. All of the interviews and documenting evidence took place at the Santa Rosa City Schools District Offices.

Common Standards

Standard 1: Educational Leadership

Standard Met

The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability. The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs. Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

Findings

Stakeholders report that the Santa Rosa City Schools (SRCS) Induction program's vision is to support the professional development of newly-credentialed beginning teachers through mentoring and the use of the formative assessment system based on SB 2042 Induction Standards, the Local Education Agency Plan (LEAP), the California Standards for the Teaching Profession (CSTP) and the California K-12 Academic Standards and Frameworks. According to site administrators and participating teachers professional development opportunities further support this vision.

Stakeholders and program documents provide a clear picture of the collaboration between the Induction Program, Human Resources, Curriculum and Development, and Fiscal Services. The shared vision of these departments guides the district in retaining new teachers who are competent in the skills articulated in the vision, and in the district offering professional development to all teachers based on the same goals prescribed for the BTSA participating teachers, resulting in continuous district improvement.

Stakeholders, including site administrators, trainers, support providers, joint panel members and participating teachers also play an active role in the organization of the program by giving frequent feedback through surveys, seminar feedback forms, occasional focus groups and formal and informal discussions.

The Induction director is able to garner institutional support to achieve the needs of the program by actively participating in critical district collaborative such as the K-12 Principal's meeting, the Curriculum and Instruction team, and the Math and Science Steering team. The institution supports the program through policies and regulations to provide program resources and funds.

The Induction director has the authority and support needed to oversee human and fiscal resources in order to meet program goals, including professional development, as well as access to Human Resource records. The Induction director coordinates professional development opportunities within the available resources, all of which is focused on meeting the needs of adult learners who are classroom instructors.

Stakeholders report an extensive credential recommendation process that assures that candidates have met all requirements. The director conducts personal interviews, reviews candidate inquiries, and monitors professional development participation for each program participant. Formal reviews of candidate work and advisement regarding remediation and next steps is done

each semester, with written documentation placed in the candidate file. An end-of-year year/program binder check and exit interview is also conducted. Upon completion of all requirements a recommendation for a professional clear credential is sent to the Commission on Teacher Credentialing.

Standard 2: Unit and Program Assessment and Evaluation

Standard Met

The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program completer performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.

Findings

Interviews with district and Induction leadership along with document review indicate that the SRCS Induction program implements an evaluation system for ongoing program and unit improvement that is program driven. The Induction director is instrumental in facilitating this evaluation process through K-12 curriculum meetings and small cabinet meetings. Furthermore, a strong communication system between the Induction director and district staff ensures that district needs are translated into professional development opportunities for participating teachers. The BTSA/PAR Joint Panel made up of the Assistant Superintendent of HR, a representative from the Santa Rosa Teachers Association, an elementary teacher, a secondary teacher and the Induction director regularly gather to review the data from formative assessment, seminar and survey feedback in order to make programmatic adjustments.

The Biennial Report indicates that the district's Induction program collects, analyzes and utilizes data on candidate and program completer performance which makes for a very dynamic program that is responsive to both participating teachers' and district needs. Interviews with stakeholders and examination of artifacts confirmed that this assessment system is flexible and responsive to unit operations.

Feedback data gathered from seminar activities, annual advisements, surveys and the formative assessment system are all ongoing and ensure a cohesive program that supports participating teachers and prepares them to effectively implement district curriculum, the result of which is a documented increase in student achievement. Interviews confirmed that the district's Induction program continually uses data collection to ensure program effectiveness resulting in an ongoing improvement process.

The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management. Sufficient information resources and related personnel are available to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resource needs.

Findings

The institution has a clearly outlined budget. The budget is allocated for a director, support providers, a secretary, professional development providers, substitute teachers for participating teachers who are observing veteran teachers and a library of resources available to the program. In addition, the program has access to a computer lab and several other facilities for training. The senior secretary for the program, who oversees the budget, reports that there are sufficient resources to prepare candidates effectively.

According to the state survey, site administrators and participating teachers believe that there are sufficient resources allocated to the SRCS Induction program. The program pays substitute costs for participating teachers to observe veteran teachers to further enhance their clinical experience. The program offers monthly professional development sessions for advisement, instruction and assessment management. The leadership team reports that there are sufficient resources allocated for effective operation of the program.

SRCS provides their formative assessment tools online. This includes the training of “How to Access and Navigate the Moodle Website” for support providers and participating teachers. Support providers, who are well versed in information resources, have trained teachers in how to use the online reporting system for data analysis. In addition, the program has purchased two new laptops for the program leadership.

At the end of the year, the director and secretary review the budget and determine allocations for the next year’s budget. According to the fiscal services department, the director utilizes the district process for determining budget allocations in an efficient and effective manner.

Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program. Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution provides support for faculty development. The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.

Findings

The professional development providers for the SRCS Induction program are support providers or SRCS employees with relevant areas of expertise in topics addressed by the program. The support providers are assigned based on pertinent criteria and interview questions to ensure that they are qualified. Support providers are trained on a monthly basis on topics that include how to supervise field experiences of the teachers with whom they work. The leadership team reports that support providers are assigned to participating teachers based on site, content, and availability. They also report that support providers are assigned no more than four participating teachers, with a more usual assignment of one or two participating teachers per support provider.

Most of the instructional personnel and faculty are currently in the classroom and possess current knowledge of the content. According to leadership, some support providers are asked to model best professional practices, on topics on which they are experts, at the monthly seminars for both participating teachers and support providers. According to the state survey and in interviews, participating teachers are satisfied with the level of knowledge their support providers have.

According to the state survey, site administrators feel that support providers are well- prepared to work with students of diverse abilities. Program leaders report that support providers are trained in English Learner strategies as well as culturally responsive teaching at monthly seminars.

All support providers are classroom teachers and, as such, have a thorough grasp of the standards, frameworks, and accountability systems. Support providers report that they are well trained in the above areas through the Induction program at monthly seminars and at their initial training when hired as a support provider.

Members of the Induction leadership collaborate regularly with colleagues by serving on the advisory boards of the local university which feeds their Induction program. In addition, leadership members report that they attend professional development offerings at the Sonoma County Office of Education. The director of the Induction program is also a PACT scorer, which gives her further opportunity to collaborate with members of the broader professional community.

The institution provides support for faculty development by using its district trained support providers to provide training. According to leadership, faculty members are sent to the county office and to other trainings for additional support.

The unit evaluates course instructors through the use of feedback forms distributed at all seminar sessions. According to participating teachers and support providers, the feedback forms are thoroughly read and responded to in a timely manner. The support providers are given feedback about their performance through the use of state surveys, mid-year surveys and mid-year advisement sessions with participating teachers.

Standard 5: Admission

Standard Met

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

Findings

Applicants are admitted to the Induction program on the basis of the following criteria: holding a valid California preliminary multiple subject or single subject teaching credential, or trained out of state with less than two years of experience.

Reviewed documents substantiate that each applicant completes the general education advisement form which is used to determine appropriate individual targeted support for each participating teacher.

The unit determines appropriate experiences through use of a credential information form which is completed by the candidate when hired.

Standard 6: Advice and Assistance

Standard Met

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

Findings:

Stakeholders reported that the program has a pool of district mentors that have been selected based on criteria tied to the CSTPs. When a new teacher is offered a position, the Induction secretary is notified, a folder for that teacher is prepared with all of the Induction and credential requirements. The secretary then passes that folder on to the Induction director who assigns the new participating teacher a support provider based on the participating teacher's credential and/or content area. If the participating teacher's school site has a site mentor, that site mentor is usually assigned as the support provider to the new teacher. If the participating teacher is middle school or high school and teaches a specific content area, the first choice is to assign the participating teacher a content-specific support provider. The participating teacher's mentor supports and advises them through the Induction process that outlines professional development.

In addition, designee(s) and the program director conduct an annual advisement. The annual

advisement is conducted individually to remind participating teachers of program requirements, and provide the opportunity to ask individual questions regarding their academic and professional development, and their professional placement. If the support provider is conducting the advisement, questions are brought back to the director, who contacts the participating teacher personally. Principals are also trained in credentialing requirements and are of assistance to candidates as well.

SRCS Induction provides advice to participating teachers across their experience through many avenues. The director emails site administrators at the beginning of the year and reminds them that they are highly encouraged by Induction to offer a site orientation for their participating teachers. First year Induction participating teachers participate in a Induction orientation lesson during the first month of the school year which covers a general overview of the program as well as important district policies from the district's handbook. The participating teacher responsibilities are outlined in the beginning of the formative assessment binder. At this initial Induction orientation, participating teachers are informed of how they are assessed for program competencies, and copies of the rubrics that used are provided. Copies of the rubrics are located in the Induction handbook and reviewed at the orientation. Participating teachers are informed that their paperwork will be reviewed and scored after each inquiry by local support providers, but not by the support provider assigned to them.

The program collects and reviews participating teacher portfolios to monitor and guide individual progress and written feedback is provided to support providers and participating teachers. The SRC Induction program takes its role in credentialing seriously and will not grant a recommendation for a professional clear credential until all completion requirements are met and the candidate has provided evidence of having exhibited all aspects of the California Standards for the Teaching Profession and the Induction Program Standards (Category B) 5 & 6 at a professional level.

Evidence regarding candidate progress is consistently utilized after each Individualized Induction Plan submission, and advisement meeting with the director to further refine and guide the advisement and assistance efforts. This evidence is often shared with both the participating teacher and the support provider to best support assistance efforts.

Occasionally, participating teachers are not progressing adequately toward successful completion of the program. To formalize the process of individualized assistance, the Induction director may send an "In Danger of Not Completing Induction" notification to the participant, their support provider, and their administrator. Afterward, the director meets with the teacher and/or support provider to develop an action plan to remedy the situation. After two weeks, all stakeholders meet to review progress and modify the plan if necessary. Failure on the part of the participating teacher to make significant progress toward the agreed upon goals may ultimately result in a negative recommendation for the professional clear credential.

The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards. For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel. Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning.

Findings

The unit designed and now implements a planned sequence of experiences through the local formative assessment system. Candidates demonstrate the knowledge and skills necessary by participating in four inquiries which includes self-reflection on the California Standards for the Teaching Profession Descriptions of Practice (DOP), creating an individual induction plan, writing a linked series of lesson plans, observing veteran teachers, reflecting on lessons observed by their support provider, and analyzing students work. Participating teachers report that these activities greatly enhanced their ability to effectively support all students.

Stakeholders report that the matching of support providers to participating teachers is a collaborative effort. There are self-referrals, recruitment of previous Induction participants, and administrator recommendations. This process is also true when selecting exemplary teachers for Induction participants to observe. According to the participating teacher statewide survey, support providers and participating teachers are well- matched.

Clinical experiences, such as the completion of the class profile, self-reflection on issues of diversity (on DOP and Universal Access documents) provided to Induction teachers, have provided candidates opportunities to understand and address issues of diversity. In addition, teachers are provided with Sheltered Instruction Observation Protocol (SIOP) training and culturally responsive training at Induction seminars. Participating teachers report that they are well prepared to work with students of diverse groups. Additional opportunities to focus on diverse students occur during Inquiry One, which focuses on English Learners and Inquiry Three, which focuses on Special Populations.

Standard 8: District-Employed Supervisors

District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

Not applicable for Second Tier Credential Programs

Standard 9: Assessment of Candidate Competence

Standard Met

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.

The locally designed formative assessment system ensures that participating teachers demonstrate their knowledge and skills in providing effective instruction utilizing core curriculum that addresses state-adopted academic standards. Through Plan, Teach, Reflect and Apply process, participating teachers extend their teacher preparation knowledge and skills to the realities of their own classroom. A thorough examination of evidence that included completed Inquiries of the formative assessment system, scoring rubrics, the biennial report and interviews confirm that participating teachers demonstrate their knowledge and skills. Principals indicated that participating teachers were well prepared to address the unique complexities of the classroom in order to ensure learning for all students.

Participating teachers are only recommended for a clear credential if they have demonstrated program competency requirements. Stakeholders confirmed that participating teachers participate in an exit interview and document presentation with the BTSA/PAR Joint Panel to ensure that all program requirements have been met. In addition, after completion of each inquiry, feedback is provided to participating teachers, based upon the scoring rubric, indicating successful completion or the need for resubmission of the Inquiry.

Santa Rosa City Schools BTSA Induction Program

Findings on Standards

Program Design

Leadership of the Santa Rosa City Schools (Induction) Credential Program expressed the vision of the program as supporting and training beginning teachers to implement teaching practices that address and close the student achievement gap. The vision is based upon the SB 2042 Induction Standards. In addition, as the district entered Program Improvement (PI), the vision was re-adjusted to reflect the Local Education Agency Plan (LEAP) and ensure a focus on California's adopted standards and frameworks so that the district can better support its struggling populations.

Program completers and current participating teachers commented that trainings provided by the Induction professional development providers such as SIOP training, interpretation of (California English Language Development Test (CELDT) scores, strategies for teaching English Language Learners (ELLs) and differentiation for special populations has given them a solid foundation for teaching all learners in their classrooms.

The local formative assessment system used with Santa Rosa's Induction program is an inquiry-based system that requires participating teachers to complete four inquiry cycles (plan, teach, reflect, apply) over their two-year participation in Induction. The inquiry cycle focus areas are as follows:

Year 1

Effective Learning Environments

Planning and Designing Effective Lessons

Year 2

Subject Matter and Standards-Based Instruction

Engaging All Students in Learning

Program completers emphasized that as a result of their work with mentors around the local formative assessment system they continue to use assessment tools in their classrooms to identify struggling students and plan lessons that address their needs.

Stakeholders commented on the effective communication throughout the program and the accessibility of the program director. Stakeholders are clearly familiar with aspects of the program that affect their departments, school sites or situations and are able to readily describe their individual processes of input regarding possible program changes or modifications. Input and program feedback is collected through surveys, evaluations and direct contact with the program director or through the BTSA/PAR Joint Panel. The Assistant Superintendent of Human Resources and the Santa Rosa Teacher's Association serve together with the BTSA director on the PAR Joint Panel, which also serves as an advisory oversight committee to Induction. The Joint Panel reviews participating Teachers with special circumstances, such as an extension or Early Completion Option.

There have been some changes to the program over the past couple of years. The program director implemented Moodle, an online learning management system, where participating teachers may access and complete their written documentation. So far, feedback on the system is

positive. Program completers did indicate that they value the face-to-face meetings and discussions with their support providers during the inquiry cycles of the formative assessment process, and the importance of the personal contact. Improvements have also been made to the program's formative assessment rubric with guidelines for scoring and participating teacher feedback. In addition, Santa Rosa City Schools have received approval for a Clear Education Specialist Induction Credential Program, which will be implemented in the 2011-2012 school year.

Course of Study

SRCS Induction partners with its leadership team, joint PAR panel members, school district personnel, and school site personnel to design, implement and evaluate a planned sequence of experiences for participating teachers. The planned individualized course of study, through the local formative assessment system, allows teachers to demonstrate the knowledge and skills required by the standards. Stakeholders indicated that the sequence of coursework is effective and positively impacts participating teacher practice as well as student achievement.

The completion of formative assessment inquiry cycles, as measured by the rubric scores on assessment documents over time and growth movement on the Continuum of Teaching Practice, confirmed measured participant growth in teaching practices as a result of participation in Induction professional development seminars. These results were reiterated in program completer interviews. Completers also expressed appreciation that clinical experiences were embedded in their classroom assignments through the formative assessment system and the collaboration and guidance from their support providers.

The formative assessment system requires each participating teacher to select a focus for an inquiry cycle and that participating teachers implement research-based strategies for improving student learning. These are especially emphasized in Inquiries Two, Three and Four, in which participating teachers are focusing on meeting the needs of their English Learner and Special Populations focus students. These inquiries heavily emphasize tenets of universal access and require participating teachers to explicitly contemplate and implement research-based strategies to serve their focus students. Site administrators commented that, as a result of Induction participation, teachers were more familiar with district expectations and goals, as well as curriculum; and implemented good teaching practices and strategies in their classrooms quickly and effectively. Site administrators also indicated that Induction participants are better prepared than experienced teachers, who are new to the district, in addressing the needs of English Language Learners (ELLs) in their classrooms and implementing district expectations. This is important as 50% of the district's population is English Language Learners and this group's AYP has placed the district in Program Improvement status.

Candidate Competence

Participating teachers confirmed that upon acceptance into the SRCS Induction Program they participated in an orientation that covered an overview of the program including credentialing and completion requirements. During the orientation, stakeholders are informed of the assessment process for program competencies, and the rubrics used. Copies of the rubrics are located in the Induction handbook, which is presented at the orientation, along with a description of the inquiry review process, the mid-year advisement process, and the program exit process. Completers indicated that throughout their Induction experience they were aware of expectations, where they stood in terms of both program and credentialing requirements, and their growth in their teaching practice.

Stakeholders corroborated that within the formative assessment system there are ample opportunities to demonstrate growth in the CSTP and competency in the induction standards. To ensure each candidate has reached the desired degree of competency, the formative assessment is submitted for review, after the completion of each inquiry cycle. For purposes of analysis, inquiries are scored using a rubric for “linkage through the inquiry,” “quality of reflection,” “growth over time,” and an “overall score.” The descriptors on the rubric have been given the following numerical values: 1=Emerging Practice, 2=Applying Practice, 3=Integrating Practice. Support providers, who are trained and calibrated at a meeting prior to each distribution of participating teacher portfolios to score, serve as the reviewers. Following each inquiry, the Induction leadership team collects, at a minimum, a copy of the Descriptions Of Practice, the Individualized Induction Plan and the Action Plan, and evaluates the quality of work using the scoring rubric.

The participating teacher and support provider receive written feedback on their work and confirmation that the assessments satisfy the standard requirement. (A score of 1 does not meet the standard requirement on this rubric). The Induction leadership team meets with the support provider to discuss further professional development for those matched with participating teachers who received an overall score of 1 after each of the first three inquiries. This is to ensure that the Participating Teacher will receive proper support and guidance with development of their assessment tools, and to ensure there will be sufficient evidence in the Induction documentation to complete the Induction program. Each spring the Induction director or designee meets with each candidate in an annual advisement meeting to discuss the credential requirements, among other candidate needs. The submitted and scored inquiry cycle assessments are addressed during this meeting.

To formalize the process of individualized assistance, the Induction director may ask the candidate to resubmit the assessment documents and evidence or may send an “In Danger of Not Completing Induction” notification to the participating teacher, their support provider, and their site administrator. Afterwards, the director meets with the participating teacher and/or support provider to develop an action plan to remedy the situation. Remedies may include professional development opportunities, additional observations, or an extended timeline to resubmit evidence contained within the assessment documents. After two weeks, all stakeholders meet to review progress and modify the plan if necessary. Failure on the part of the participating teacher to make significant progress toward the agreed upon goals may ultimately result in a negative recommendation for the professional clear credential and a need to repeat aspects of the Induction program. Upon successful review of all program requirements, including a final exit interview and document presentation to the PAR/BTSA Joint Panel to ensure all completion requirements have been met, the Induction director recommends qualified candidates for a California clear teaching credential.

Findings on Standards:

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are fully **Met** for the General Education (MS and SS) Induction Credential Program.